

E.P.I.C. HANDBOOK

ED 150: Educational Participation In the Community



Department of Education

1700 SW College Ave

Topeka, Kansas 66621

REVISED February 2013 by D. E. Salsbury, Ph.D. and D.E. LaLonde

Dear Classroom Teacher:

The Washburn University Department of Education and I want to thank you for agreeing to serve as an EPIC Consulting Teacher for the Educational Participation In the Community (EPIC) coursework. Your willingness to serve as a mentor to students who are thinking about becoming educators shows your commitment to training future teachers. We truly appreciate your time and effort serving the EPIC students...without YOU an EPIC field experience would not be successful for Washburn University students.



When an EPIC student is assigned to you, that student will separately call and/or email you to arrange a mutually agreed upon schedule for each student to spend 35 observation (and participation) hours in your classroom throughout the semester. If you volunteer to mentor more than one EPIC student, then you have the option of arranging separate schedules for each EPIC student, or for the field experiences to overlap. EPIC students are required to record a log of the time they spend with you and your students and write a reflective journal of their observations.

Each semester a few changes are made to the EPIC field experience. A description of your duties can be found in the "Role of the Consulting Teacher" on page 12 of the *EPIC Handbook*. During my class sessions, EPIC students will learn about strategies and tools designed to guide them during observations, when they look for teacher and student actions in the classroom. In-class activities will be conducted during EPIC class sessions, and they are designed to guide an EPIC student to observe teacher and student actions in the classroom.

When in your classroom, EPIC students should be taking notes on their observations, completing various tasks you assign them, or interacting with you and your students. A list of activities appropriate for EPIC students can be found on pages 9-11. We hope students will experience a variety of the activities listed, but know that some activities will depend on the readiness of the EPIC students assigned to you and the needs of your students. While in your classroom, you should observe the EPIC student engaged in observation or other specific activities. *You should NOT see students on laptop computers, using cell phones for calls or text messaging, reading other material, or completing other kinds of coursework.*

At the end of a student's EPIC Experience, we ask that **you complete an online EPIC Evaluation using a link to the Washburn Education Department Reflective Wiki web site, which is:**

<<http://reflective-educator.wikispaces.com/home>>

A copy of the on-line evaluation is enclosed in the EPIC Handbook on pages 30-34; **please include specific comments about an EPIC student's readiness to enter the educational field and potential for becoming an educator.** Throughout the EPIC Experience, the students know they are to conduct themselves as a professional educator. We have discussed conduct, dress, and their role in the classroom setting. *Due to changes in societal cultural norms over past years some of our expectations for the use of piercings and body art have relaxed, so your opinions and preferences should be clearly explained to the students if they do not fit your own expectations.*

Thank you, once again, for your willingness to serve as an EPIC Consulting Teacher. If you have any problems, concerns, or questions, please contact Denise Salisbury at <denise.salsbury@washburn.edu> or call me at 785-670-1473 (campus # to leave message) or at 785-220-3001 (cell # w/no voice mail, but I will return call). You may also contact field.experiences@washburn.edu with questions or concerns.

Sincerely,

Denise E. Salisbury

Denise Salisbury
Director of Student Field Experiences & Lecturer
Department of Education, Washburn University

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EDUCATION PROGRAM OVERVIEW

The Washburn University Education Department believes that effective educators are reflective educators. Reflection is defined within the Department of Education as

- an inquiry-based thinking process in which teachers engage in systematic, rigorous, and disciplined thinking about their professional practice;
- an interactive process that is enriched through involvement with a community of learners;
- a learning process that allows teachers to gain in-depth understanding as they move from one professional learning experience to the next;
- the means by which teachers are able to see personal and professional growth as they make connections between and among professional learning experiences;
- a process that can be taught;
- enhanced by dispositions for personal and intellectual growth for self and others.

The Education Department faculty developed the Conceptual Framework of the Education Program to prepare professional and reflective educators. Within the Conceptual Framework are identified six separate, yet strongly interdependent, *Dimensions of Reflection* that we believe influence the development of effective teachers at all levels of professional practice:

- ☐ Reflection on self as an emerging, developing, and maturing professional
- ☐ Reflection on the context of teaching;
- ☐ Reflection on student diversity;
- ☐ Reflection on content;
- ☐ Reflection on methods and materials;
- ☐ Reflection on assessment as a process for change.

Students who want to be teachers learn how to use reflective practices to make decisions in the classroom to engage the learner and promote learning. Information about the characteristics of a reflective educator can be found on the Department of Education website:

Dimensions of Reflection

Reflection on Self as an Emerging, Developing, and Maturing Professional

- Teachers' beliefs, values, and perspectives are products of personal life histories that are infused into professional practice. Reflective thinking allows educators the opportunity to challenge their personal belief system for its merit and educative value in a variety of teaching and learning situations. Reflective educators value reflection as integral to the reconceptualization and reshaping of educational practice over the life of their careers as professional educators.

- Teaching and learning is a social interactive process. We are at different times teachers and learners, and as a result, both shape and are shaped through our interactions with students, their families and communities, and with professional colleagues. Educators must reflect on the impact of their presence in this community of learners, and the extent to which they are contributing members of a community primarily concerned with the education and development of children and youth.

Reflection on the Context of Teaching and Learning

- The development of a critical reflective capacity predisposes practitioners to consider the moral and ethical implications of educational practice, and the subsequent educative value of those practices for children and youth in a variety of learning environments. Reflective educators are able to assess the needs of different teaching and learning contexts and generate approaches to teaching that best suit the effective education of children and youth in that context.

Reflection on Student Diversity

- Students bring multiple social, physical, and cultural characteristics to school settings. Reflection on student differences enables educators to more clearly understand students and their many pathways to learning. They are able to recognize the importance of social and cultural influences on learning, construct ways to utilize differences to enhance learning, and incorporate student's experiences into the curriculum. In this way, they are able to motivate and teach broader numbers of students.

Reflection on Content

- Educators are exposed to the fundamental knowledge, methods of inquiry and investigations, important questions, and issues appropriate for the various academic disciplines. Teachers' thorough understanding of content facilitates reflection that allows for flexibility in structuring learning opportunities to foster meaningful learning among students. Educators also reflect on content knowledge across discipline areas for the purpose of strengthening students' understandings of interrelated themes, concepts, and ideas among the academic disciplines.

Reflection on Methods and Materials

- The development from an emerging professional who is an expert learner who is well grounded in content knowledge to a developing and maturing teacher of content knowledge is a complex process. Reflection on methods and materials aids educators' capability to make pedagogical decisions that are driven as much by learner attributes (e.g. prior knowledge, preconceptions, approaches to learning) as they are by the nature of instructional strategies, as they are by the nature of the content.

Reflection on Assessment as a Process for Change

- Reflection on assessment allows educators to constantly be aware of the impact of their practice on student learning and performance. Reflective educators engage assessment practices that are purposeful, not only in terms of what can be extrapolated about what students know and are able to do, but practices that also serve as a direct link to approaches to teaching, content accessed, and materials used to aid student learning. The link between teaching and assessment becomes clearer as educators use assessment information to plan for change in their professional practice.

Education Program: A Sequence of Courses

The Education Department has carefully developed a sequence of courses and clinical experiences in order to provide opportunities for teacher candidates to engage in reflection along the *Dimensions*, as part of the journey to becoming a reflective educator. As education students gain more knowledge and skills while completing the progression of concepts and ideas presented through the education courses, they assume more responsibility for regulating and scaffolding their own learning. All the students have three major components in their professional development – general education, professional education, and their content area.

The course all education majors are required to take is *ED 150: Educational Participation in the Community*, or EPIC. The EPIC Experience semester is the initial stage in the pre-service teacher education program at Washburn University. With the completion of EPIC, and prior to student teaching, students complete an elementary education program containing methods courses in mathematics, science, reading, language arts, social studies, health, P.E. and creative experiences. Some elementary education majors work towards a degree with an emphasis in a middle school content area, such as math or social studies/history. Some elementary education majors want to obtain a degree to teach early childhood grade levels or special education. Students majoring in secondary education content areas complete methods courses in their area of concentration, as well as a course focused on reading in the content area. In addition, all education majors take courses in educational psychology, exceptional learners, foundations of education, and incorporating technology into the curriculum.

EPIC and most other courses in the Education Program will be taken in conjunction with a field-based experience. Field experiences and practicums provide students opportunities to apply concepts and ideas in authentic classroom settings. The Education Program has been designed to allow education students opportunities to reflect on the purpose of theories, make pedagogical decisions, implement behavioral management plans, and utilize a variety of instructional strategies. There are ample opportunities for students to exhibit self-growth and self-evaluation in each course in and out of the university classroom. The chart below (Figure I) displays the sequence of the Education Program:

Figure I. Department of Education Program Sequence.

<u>EPIC Field Experience</u> Course Objectives	<u>Methods/Practicum</u> Expected Outcomes*	<u>Student Teaching</u> Expected Outcomes*
Classroom Demographics	Individual Case Studies	KPTP-Electronic Portfolio
Reflective Observation Journal	Reflection Opportunities	Reflection Summary

*Stated on Washburn University Department of Education website.

As students progress through the progression of courses, they are expected to meet course objectives and outcomes by completing various assignments. Assessments are designed to evaluate student learning of course objectives. Students describe classroom situations and teacher actions during their field experiences through written reports and journals or other assessments. From course to course throughout the Education Program evaluations build on skills, knowledge, and perspectives met from course objectives. Individual courses may conduct pre-/post-evaluations of student learning.

INTRODUCTION TO EPIC

Educational Participation In the Community (EPIC) is a course (ED 150) designed to interweave in-class seminar sessions and field experiences for students who are considering a career in education. Students typically enroll in ED 150 early in their academic careers, since completion of EPIC hours is required for formal admission to the education program. For formal admittance into the Washburn University professional education program, students must complete one EPIC Experience in an urban school setting. As of fall 2012, students enrolled in ED 150 will receive a grade for completing the course requirements.

Throughout the semester, EPIC students attend required seminars to share educational ideas, collaborate with peers, participate in activities, and reflected on experiences. One major element of the course is for students to receive information about the Education Program and gain an understanding of a career in education. During class sessions, confidentiality is obtained whenever possible. Classroom incidents are not to be described to other EPIC students in a manner that would allow identification of the individuals involved. Classroom incidents and learning situations are discussed in seminars, however, since the various pedagogical techniques that are seen implemented throughout an EPIC experience is vital to increase understanding of educational issues.

Another major element of ED 150 is for EPIC students to participate in classroom-based field experiences. School placements are made based on the student's major, grade level and subject area preferences by the Director of Student Field Experiences. EPIC field experiences are not practicums or methods-based field experiences. Instead, EPIC students observe teachers provide instruction and manage a classroom, though it is preferred students get opportunities to interact with teachers and students on occasion by completing tasks and monitoring students. A list of possible tasks EPIC students could complete while in the classroom is on page 11 of the EPIC Handbook. After observing in the classroom, the EPIC students are expected to journal about their field experiences.

Outcomes for the EPIC Experience focus on helping students demonstrate an understanding of the teaching profession. Sometimes a student believes a career in education is best after completion of the course, while some students decide the profession is not one for them, though they show a respect for teachers and the field of teaching. During ED 150, measurement of learning outcomes occurs when the course instructor evaluates the EPIC student's reflections of field experiences, then provides a summary of the classroom demographics and description of teacher instructional strategies. The EPIC Experience provides a student with the following:

1. A basis for exploring what is involved in teaching and a career in education.
2. An episode for determining whether he/she is suited for the teaching profession.
3. A solid and varied set of early field experiences which students may refer to later in higher level methods coursework.
4. An experience in an urban setting for observing students and working with a teacher who is considered a high quality teaching model.
5. An insightful look into the challenges of teaching in a diverse classroom.
6. An experience in observing and working in a multicultural setting.
7. A foundation for reflective teaching through journals and other written assignments.

Required assignments directly associated with the EPIC field experience include the:

- Reflective Observation Journal of classroom/school experiences (1 entry per observation hour required). All journal entries are posted electronically to the ED 150 instructor by the EPIC student.
- Time Log documenting field experience attendance at the assigned school, the dated which has been signed by the Consulting Teacher. The EPIC student hands in the Log to the ED 150 instructor when observations end at the schools.
- Preparation for Placement Materials (KBI background check; TB test, Dispositions Form, etc.) which are turned in to the ED 150 instructor and the Washburn Education Department before EPIC students obtain permission to enter the schools.

EPIC Evaluation is completed by the Consulting Teacher online at the following link:

<<http://reflective-educator.wikispaces.com/home>>

If the EPIC Evaluation is not turned in at the end of the semester *a week before* grades are due to the University, then the EPIC student will receive an “Incomplete” in ED 150.

Completion of the 35* hours of observation, class session attendance and participation, and all coursework obtaining the assigned percentage of points will result in passing Credit for ED 150 and the EPIC Experience. Incompletion of observation hours, non-attendance, limited in-class participation, and late or missing coursework will show lack of commitment to the education profession, which means the ED 150 student will receive a Failing grade in the course and EPIC Experience.

All assignments written outside the ED 150 class session should include introductory and closing paragraphs, typed in 12-point Times New Roman black font, and double-spaced. Since all EPIC templates are available through the Washburn University ANGEL System, the Reflective Observation Journal and Time Log are considered outside the class session assignments; written expectations match those mentioned in the previous sentence.

PROFESSIONAL EXPECTATIONS

EPIC students are expected to be responsible and professional in their relations with the schools. Professional behaviors, such as promptness, appropriate attire, positive attitudes, and confidentiality, are among the important characteristics of successful teachers. A respectful professional will turn off any cell phones, electronic devices or programs (i.e., text messages), and put away any non-course-related materials (i.e., food) entering the classroom. Since EPIC students are in the classroom to actively participate during in-class activities as well as observe, they should limit their use of a laptop computer when taking notes. EPIC students are expected to wear a personal name tag and a school visitor tag at all times when they are in the school building or on school grounds.

Of particular importance is the matter of *punctuality and unexcused absences*. Regular **attendance and participation** in the EPIC Experience and class seminars are necessary for accomplishing the course objectives. Demands for meeting course objectives include an EXTENSIVE time commitment both in and out class as you prepare to meet the expectations of your chosen profession in education. *Involvement in ALL aspects of this course demonstrates your professional commitment to, and interest in, the education of children.*

Professionalism also applies to the EPIC student's choice of dress, demeanor, and interactions with students. **School visits require appropriate and professional dress at all times.** EPIC students are visitors in the schools and classrooms. Visits to the schools should be considered as a type of interview, so extra care should be taken to be seen as a professional at all times. Examples of *inappropriate dress* include, but are not limited to items in the following list:

- Short or mid-drift tops (no 'extra' skin should show, even when sitting, reaching, or leaning over);
- Low necklines and/or sleeve-less tops;
- Short, low riding, or too tight skirts (must touch the knees);
- Cropped, low riding, or too tight slacks;
- Shirts of any type with inappropriate images, phrase, or words;
- Jeans* (including low-riders and 'hanging pants from hips');
- Facial or tongue piercings (according to school district policies);
- Visible tattoos of any type (according to school district policies);
- Open toed shoes or extremely high heels (these could potentially cause harm to the EPIC student in a classroom environment)...plus additional items to be discussed during class.

Items listed above are examples of what a Professional Educator

should NOT

wear in the classroom!!

MEETING THE SCHOOL PERSONNEL

EPIC students are expected to make initial contact with the assigned classroom teacher, and report to their consulting schools within a few days after having received the assignments. It is necessary that all participants enrolled in EPIC understand that this is an initial field experience, and should not to be confused with student teaching. For many EPIC students, this is their first encounter with school procedures in a school setting from a professional's perspective.

1. Meeting the Consulting Teacher—After receiving a school placement, the EPIC student should contact the Consulting Teacher. Individual EPIC students or student partners should contact the Consulting Teacher to explain whether they are going to visit the classroom as partners or in separate schedules. To contact the Consulting Teacher EPIC students are told to call the school to find out the best time to talk with the teacher. The EPIC students are also given the teacher's email address to establish first contact. It is important to determine the schedule of the Consulting Teacher and ask for an appointment for the initial meeting. It is expected that in the first meeting, the EPIC student or partners will set up a regular schedule with his/her Consulting Teacher that will be mutually acceptable. The EPIC student is then expected to maintain that schedule and complete the projected 35-hour observation requirement before the due date.
2. Meeting the Principal — To properly acknowledge the EPIC student's presence in the Consulting school, the principal may want to have an entrance session with the visiting EPIC student. If an EPIC student is introduced to the principal, ask if she/he will schedule an appointment to conference about school expectations. The EPIC student should plan to attend the meeting with questions for the principal about the school and education in general. Information about the school and expectations of the EPIC student may be discussed at that time, as well.

If an EPIC student is unable to attend a scheduled session, he/she must:

- *CALL THE CONSULTING SCHOOL BEFORE YOUR EXPECTED ARRIVAL.*
 - STATE WHO YOU ARE AND YOUR CONSULTING TEACHER'S NAME, THEN LEAVE A MESSAGE.*
 - ASK THAT YOUR CONSULTING TEACHER BE NOTIFIED OF YOUR CALL.*
 - SEND A FOLLOW-UP E-MAIL STATING THE DATE/TIME OF THE ABSENCE AND WHEN THE TIME WILL BE MADE UP.*

The EPIC student should also notify the EPIC Instructor of any missed field experiences since these absences may impact ED 150 attendance. Call and leave a voice message, then send an email notification of field experience absence.

EPIC EXPERIENCE: ACTIVITIES/TASKS

As a convenience for the Consulting Teacher, some of the activities considered appropriate for EPIC student participation during the EPIC field experience in a classroom are listed in the section below. It is suggested that a combination or variety of the activities or tasks be completed throughout the EPIC Experience to give the Washburn student a true idea of what educators do throughout the day/week/semester. The items on this list were arrived at with the combined input of education students, school administrators, and Consulting teachers. There are many other grade-level and curriculum-related activities or tasks that could be completed by the EPIC student during the EPIC Experience. Other activities may be added to the list with the mutual consent of university and school personnel. Schools may place a limit on any of these activities.

ACTIVITIES/TASKS:

I. Observation Activities

- observing Consulting teacher's class sessions
- visiting other classrooms in the same school
- attending a faculty meeting

II. Planning Activities

- assisting teacher in developing/organizing lessons
- collecting materials for class projects
- conducting library research for teacher
- grading tests and written work
- typing materials for teacher
- duplicating materials for teacher
- preparing bulletin boards or file folders
- keeping attendance records
- writing assignments or information on the board
- setting up audio-visual or other equipment
- preparing materials for classroom use
- logging into computer programs

III. Teaching Activities

- assisting teacher with a lesson
- demonstrating how to sing a song or procedural steps of a sport
- leading a discussion or read-aloud session
- making a short presentation with supervision and cooperation of teacher to a small group or the whole class

IV. Supervisory Activities

- assisting students with remedial work
- assisting students with assigned work
- assisting students with make-up work
- assisting students with lab work
- assisting in monitoring tests
- assisting teacher with cafeteria duty, bus duty, recess

<p style="text-align: center;"><u>AT NO TIME</u> SHOULD EPIC STUDENTS BE LEFT ALONE WITH A CLASSROOM OF STUDENTS DURING AN EPIC OBSERVATION! [even if they have a emergency substitute license] ROLE OF THE CONSULTING TEACHER</p>

Teachers who have taught at least one full year successfully in the school system are selected by School Administrators and University faculty on the basis of their professional competency and interest in having an EPIC student. Consulting teachers are expected to take charge of the EPIC student's introduction into the professional life of a teacher. They are expected to introduce the EPIC students to the students and grade level team, show the daily routine of the teacher, how the teacher manages time, and how the teacher prepares for and implements instruction. At their initial meeting, the Consulting Teacher should familiarize the EPIC student with pertinent school and classroom policies and procedures.

It is hoped the Consulting Teacher will organize a wide range of classroom observations/ experiences for the EPIC student. Instances in which an EPIC student is involved in only one type of activity (e.g. clerical tasks) for a prolonged period of time, are inconsistent with the spirit of the EPIC Experience. In addition to the EPIC student observing and providing assistance in the classroom, the Consulting Teacher may help in setting up a variety of experiences for the EPIC student around the school. Examples of such experiences include observing another teacher, attending a special school event, meeting the support staff in the school, and talking with the principal. See page 11 of the EPIC Handbook for task ideas for the EPIC student.

The EPIC Evaluation.

At the end of the experience, the Consulting Teacher is expected to assist the Washburn Education Department by evaluating the EPIC student online using university dispositional criteria. The web address for the Final EPIC Evaluation on the Reflective Educator Wiki is <<http://reflective-educator.wikispaces.com/home>> and provides criteria to assess the EPIC student's professional conduct and attitudes, and allows space for teacher comments. Additional comments help the Washburn Education Department improve the Education Program.

Each of the ten dispositional statements contain more than one variable. If the EPIC student fulfills criteria for at least one of the variables, then that student should receive a "Developing" rating, if the student meets two variables, then a "Target" rating has been achieved, and if all variables have been met a student may receive an "Advanced" rating. Those students who do not meet variables or have not responded to your guidance may receive "Unsatisfactory" or "Not Demonstrated" ratings.

If there are any questions about the evaluation criterion statements, contact the ED 150 Instructor, Dr. Denise Salsbury. The Washburn Education Department uses the evaluations to assess the strengths and weaknesses of the EPIC student as a prospective teacher education candidate as they are admitted into the Washburn Education Program. The evaluation may be shared with the EPIC student at the discretion of the Consulting Teacher and the Director of Student Field Experiences/ED 150 Instructor. The online evaluation will allow the Department of Education to build a database and follow the education candidates more efficiently throughout their program. If you have **any** questions or concerns, contact Dr. Denise Salsbury, Director of Student Field Experiences, Department of Education, 1700 College, Topeka, KS 66621. A copy of the evaluation form as it will appear online can be found on pages 30-34 of this handbook.

A great majority of Consulting Teachers have indicated to the Department of Education office that EPIC students provide valuable assistance during their field experiences. Without the time and commitment of dedicated classroom teachers like you the EPIC Experience would not be possible. It is hoped that the EPIC field experience provides mutual benefits for the education candidate, the classroom teacher, and students. Contact the Director of Student Field Experiences with any ideas for improving the EPIC Experience.

ED 150:

EDUCATIONAL PARTICIPATION IN THE COMMUNITY (E.P.I.C.)

Information included below provides basic information and expectations of the course, ED 150. For detailed information about course requirements request a copy of the semester's ED 150 Course Syllabus and Course Schedule.

Course Description:

Participation in a supervised pre-professional field placement entitled Educational Participation In the Community (E.P.I.C.) place students in a wide variety of preschool, elementary, middle, or secondary school field experiences in the Topeka area. Students are expected to participate 35* clock hours for one semester hour of credit. EPIC is open to all undergraduate students and may be taken as credit/no credit only.

Course Objectives:

1. Identify learning differences and their implications for working with children.
2. Investigate curricular organization and instructional delivery strategies.
3. Participate in field experiences.
4. Formally observe and reflect upon instruction provided by a classroom teacher.
5. Investigate concepts of multicultural education and its implications for better education, allowing student teachers to recognize the value of cultural and social influences on learning.
6. Explore the interpersonal dynamics of classroom environments in schools.
7. Gain skills in becoming a reflective teacher.

Performance Requirements:

To receive passing credit for the EPIC experience, each student will:

1. Attend and participate in each scheduled on-campus seminar;
2. Complete 35* clock hours of observation and participation under the supervision of an adult professional/Consulting Teacher at the assigned EPIC site;
3. Maintain and submit a personal journal relative to the EPIC experience as required;
4. Maintain and submit reflections and other associated assignments;
5. Maintain and submit a time log for the 35* hours of scheduled attendance in the Consulting Teacher's classroom.
6. Receive a satisfactory online evaluation of the EPIC experience from the assigned adult supervisor/Consulting Teacher (which is viewed when evaluating students for admittance into the professional education program).
7. Submit required assignments and observation completed at a satisfactory level to be determined by the EPIC Instructor (unless determined otherwise by the ED 150 Instructor*).

REQUIRED CHECKS AND DOCUMENTATION

Two pieces of documentation are required before EPIC Students can be placed in the school setting, and are kept on file at the Washburn Education Department. Failure to comply with the checks may result in the student being dropped from ED 150. It is critical that the deadlines for these two checks be adhered to; failure to do so will prevent the EPIC student from obtaining a field experience placement in the school setting.

1. Required: TB test. Please refer to page 15 for details and information about the need for the TB test before being placed in a school setting. Every person who regularly interacts with children in a school environment is required to provide evidence of a tuberculosis examination. Results of the TB test should be provided through official professional documentation by the Washburn student. It is recommended that you obtain the TB test through the Washburn University Student Health Center since the University must have an official record of your TB test results on file.

- a. The cost is \$5.00 when the TB test is performed at the Washburn University Student Health Center. The \$5.00 fee is the responsibility of the EPIC student.
- b. If a TB test has been taken within the past 12 months and a copy of the results can be obtained as evidence, then another TB test is not required this semester.
- c. Bring a copy of the results of the TB test to the Washburn Department of Education office in Carnegie. You must have the following on the TB results form: Your name, date of test or test results, location of test (e.g., Washburn Health Center), and name of individual/s verifying the test results.

2. Required: KBI Records Check. EPIC students are required to provide a criminal history background check. The Kansas Bureau of Investigation provides criminal background checks at a cost to the EPIC student. To check on your criminal history complete the KBI Records Check Request form that is on-line at <<http://www.kansas.gov/kbi>>. The cost of the background check is currently \$20.00 online. Print out the last page of the KBI Background Check then hand it in to the Washburn Department of Education office as soon as possible after the first EPIC class session. ANY fees for the background check are the responsibility of the student.

KBI Records Checks cannot be shared between agencies. Even if you have had a Records Check recently, you will need to have another one for this course and subsequent Department of Education coursework. Failure to pass the KBI Records Check will result in your inability to complete the course.

If a substitute background check is accepted by the EPIC Instructor, be prepared to obtain a current KBI background check when you apply for admittance to the Washburn Department of Education Professional Education Program. Only a Kansas Bureau of Investigation Background Checks is accepted for admittance into the program.

TB TESTING

Education Department

Washburn University of Topeka, Kansas

Certification of Health for School Personnel, Information

Please read the statute reproduced at the bottom of the form carefully.

K.S.A. 72-5213 **requires** certification by a person licensed to practice medicine and surgery under the laws of any state **(a)** that there is no evidence of a **physical condition** that would conflict with the health, safety, or welfare of the pupils, and **(b)** that **freedom from tuberculosis** has been established by chest x-ray or negative tuberculin skin test.

The statute further provides that "upon presentation of a signed statement that he or she is an adherent of a religious denomination whose religious teachings are opposed to physical examination... (you)...shall be permitted to submit...certification signed by a person licensed to practice medicine and surgery under the laws of any state that **freedom from tuberculosis** has been established." According to the Kansas State Department of Education Attorney, there is **no exception** to this clause available other than through the legal appeals process.

The statement signed by a physician or surgeon must be filed with the Education Department Office before any arrangements for field experience will be made. This applies to ED 150--E.P.I.C., ED 225 Becoming an Education Professional, ED 269--Early Childhood Practicum, ED 327--Language Arts Practicum, ED 337 - - Social Studies Practicum, ED 430--Internship in Early Childhood Education, ED 410- -Secondary Student Teaching, ED 420--Elementary Student Teaching, and any other course which includes as part of its activity observation or participation in any elementary, middle or secondary school classroom or any other contact with children under the supervision of an accredited school.

If you are enrolled as a student at Washburn University, the physical examination and test for tuberculosis will be provided to you **for a \$5 fee** by the University Physician through the Student Health Center. If you wish, you may have this examination and the test performed by your family physician **at your own expense**.

If you have any question whatsoever regarding this requirement, please contact the Director of Student Field Experience, the Chair of the Education Department, or the University Physician.

July 1993, revised 11/03, 2/09

Health Certificate

OBSERVATIONAL TIME LOG

ED 150---- EDUCATIONAL PARTICIPATION IN THE COMMUNITY

Schedule of visits to EPIC site for _____
(Name of Student)

(Name of School)

(Name of Teacher)

The EPIC student is responsible for making the number of copies of this page needed for scheduling.

SCHEDULE OF TIME IN SCHOOL

Date	Day	Time of Day	Number of Hours Planned	Number of Hours Completed
Total Number of Hours				

Signature of EPIC Student: _____

Date Signed: _____

Signature of Consulting Teacher: _____

(sign once at end of placement hours)

Date Signed: _____

ED 150 – EPIC Field Experience *Reflective Observation Topics*

Your Name: _____.

Grade Level: _____. School: _____.

Directions: Read directions carefully.

1. *Observation Details:* Provide details on what you observed in the assigned classroom.
2. *Reflective Entry:* Reflect on what you observed...providing your opinions on how the observations relate to one or two specific topics from your observations.
3. Submit the Reflective Entry to the ANGEL drop box for “*Reflective Observation Entries.*”
4. Ten of the “Reflective Observation Topic Lists” have been created for you. After completing the ten (10) Topics provided in each template, create your own table and decide which topic you would like to cover during your observations until you reach the assigned number of EPIC hours (total 35 hours!).
5. You are expected to submit 35 “Reflective Observation Topic Lists”...Submit **one “Reflective Observation Topic List” per hour** you observe during the EPIC Field Experience.

~~~~~

**REFLECTIVE OBSERVATION TOPIC #1: Classroom Environment**

| <i>ENVIRONMENTAL<br/>FACTORS</i>                                                         | <i>DATE<br/>OBSERVED</i> | <i>OBSERVATION DETAILS</i> | <i>REFLECTIVE<br/>ENTRY</i> |
|------------------------------------------------------------------------------------------|--------------------------|----------------------------|-----------------------------|
| Student desk/table/chair arrangements                                                    |                          |                            |                             |
| Teacher desk/chair arrangements                                                          |                          |                            |                             |
| Technology equipment Availability                                                        |                          |                            |                             |
| Lighting & Temperature throughout classroom                                              |                          |                            |                             |
| Arrangements for students with special needs (e.g., hearing impaired, wheelchairs, etc.) |                          |                            |                             |
| Traffic patterns for students                                                            |                          |                            |                             |
| Displays (e.g., posters, calendars, etc.)                                                |                          |                            |                             |
| Organization of resource areas in classroom                                              |                          |                            |                             |
| Classroom implies safety and belonging                                                   |                          |                            |                             |

**ED 150 – EPIC Field Experience *Reflective Observation Topics***

Your Name: \_\_\_\_\_.

Grade Level: \_\_\_\_\_.

School: \_\_\_\_\_.

**REFLECTIVE OBSERVATION TOPIC #2: Classroom Rules & Procedures**

| <i>RULES &amp; PROCEDURES</i>                                                                  | <i>DATE OBSERVED</i> | <i>OBSERVATION DETAILS</i> | <i>REFLECTIVE ENTRY</i> |
|------------------------------------------------------------------------------------------------|----------------------|----------------------------|-------------------------|
| Teacher consistently begins & ends class sessions on time with pre-established protocol.       |                      |                            |                         |
| Teacher calls students by name.                                                                |                      |                            |                         |
| Teacher calls on wide variety of students throughout class session.                            |                      |                            |                         |
| Teacher established seating &/or collaborate groups during class.                              |                      |                            |                         |
| Teacher repeats classroom/school rules on a regular basis.                                     |                      |                            |                         |
| Teachers greet students as they enter &/or leave the classroom.                                |                      |                            |                         |
| Safety measures have been clearly posted in classroom (i.e., tornado & fire drills).           |                      |                            |                         |
| Students enter classroom in an orderly fashion.                                                |                      |                            |                         |
| Students follow procedures to leave &/or move about the room during class session/instruction. |                      |                            |                         |
| Students leave classroom using safe & orderly behaviors.                                       |                      |                            |                         |

Your Name: \_\_\_\_\_.

Grade Level: \_\_\_\_\_. School: \_\_\_\_\_.

**REFLECTIVE OBSERVATION TOPIC #3: Instructional Decisions by the Teacher**

| <i>TEACHER<br/>ACTIONS/DECISIONS</i>                                                  | <i>DATE<br/>OBSERVED</i> | <i>OBSERVATION DETAILS</i> | <i>REFLECTIVE<br/>ENTRY</i> |
|---------------------------------------------------------------------------------------|--------------------------|----------------------------|-----------------------------|
| Lesson objective is clearly stated.                                                   |                          |                            |                             |
| Students are engaged at beginning of lesson.                                          |                          |                            |                             |
| Introductory activity is included at beginning of lesson.                             |                          |                            |                             |
| Lesson appears to be organized and well planned.                                      |                          |                            |                             |
| Teacher is well prepared to teach.                                                    |                          |                            |                             |
| All materials are ready when lesson begins.                                           |                          |                            |                             |
| Teacher uses strategies to teach vocabulary.                                          |                          |                            |                             |
| Teacher uses materials that connect content to students' real world.                  |                          |                            |                             |
| Teacher knows content and shows relationships between content & students' real world. |                          |                            |                             |
| Length of lesson is appropriate (pacing)                                              |                          |                            |                             |

Your Name: \_\_\_\_\_.

Grade Level: \_\_\_\_\_. School: \_\_\_\_\_.

**REFLECTIVE OBSERVATION TOPIC #4: Use of Materials & Equipment in the Classroom**

| <i>MATERIALS &amp; EQUIPMENT</i>                                                                              | <i>DATE OBSERVED</i> | <i>OBSERVATION DETAILS</i> | <i>REFLECTIVE ENTRY</i> |
|---------------------------------------------------------------------------------------------------------------|----------------------|----------------------------|-------------------------|
| Student desks/tables/chairs                                                                                   |                      |                            |                         |
| Teacher desk/chair                                                                                            |                      |                            |                         |
| Provides wide variety of instructional materials:<br>--Audio<br>--Visual<br>--Tactile-kinesthetic<br>--Realia |                      |                            |                         |
| Provides alternative learning/study areas in classroom.                                                       |                      |                            |                         |
| Organized & accessible materials/equipment storage                                                            |                      |                            |                         |
| Technology is varied and used consistently                                                                    |                      |                            |                         |
| Materials &/or equipment available for students to use (includes technology)                                  |                      |                            |                         |
| Posters & displays relate to current content topics/skills                                                    |                      |                            |                         |
| Technology, materials, and other equipment are up-to-date, & in working order                                 |                      |                            |                         |
| Technology, materials, and other equipment are used consistently by students and teacher during instruction.  |                      |                            |                         |

Your Name: \_\_\_\_\_.

Grade Level: \_\_\_\_\_. School: \_\_\_\_\_.

**REFLECTIVE OBSERVATION TOPIC #5: Teacher Actions**

| <i>TEACHER ACTIONS</i>                                                          | <i>DATE<br/>OBSERVED</i> | <i>OBSERVATION DETAILS</i> | <i>REFLECTIVE<br/>ENTRY</i> |
|---------------------------------------------------------------------------------|--------------------------|----------------------------|-----------------------------|
| Teacher moves about the room monitoring students.                               |                          |                            |                             |
| Teacher interacts 1:1 with each (or all) students some time during lesson.      |                          |                            |                             |
| Teacher uses positive reinforcement throughout lesson.                          |                          |                            |                             |
| Teacher displays organizational skills.                                         |                          |                            |                             |
| Teacher checks student comprehension throughout lesson.                         |                          |                            |                             |
| Teacher uses questioning strategies throughout lesson.                          |                          |                            |                             |
| Teacher provides prompts, redirection, &/or probing to get students' responses. |                          |                            |                             |
| Teacher provides differentiated instruction to meet ALL students' needs.        |                          |                            |                             |
| Teacher meets time schedules.                                                   |                          |                            |                             |
| Teacher asks variety of questions at various cognitive levels.                  |                          |                            |                             |

**ED 150 – EPIC Field Experience *Reflective Observation Topics***

Your Name: \_\_\_\_\_.

Grade Level: \_\_\_\_\_ School: \_\_\_\_\_.

**REFLECTIVE OBSERVATION TOPIC #6: Classroom Demographics**

| <i>DIVERSITY IN THE CLASSROOM</i>                                                                               | <i>DATE OBSERVED</i> | <i>OBSERVATION DETAILS</i> | <i>REFLECTIVE ENTRY</i> |
|-----------------------------------------------------------------------------------------------------------------|----------------------|----------------------------|-------------------------|
| Overall makeup of classroom:<br>--Number of students<br>--Number of females & males                             |                      |                            |                         |
| Overall makeup of classroom:<br>--Ethnicities                                                                   |                      |                            |                         |
| English Language Learners<br>(Explain if they are or not)                                                       |                      |                            |                         |
| Students with exceptionalities/special needs (Explain if they are or not; give number of students, if possible) |                      |                            |                         |
| All/most students work appropriately with other students (Explain if they do or not)                            |                      |                            |                         |
| Self- motivated students (Explain if they are or not)                                                           |                      |                            |                         |
| Intellectual characteristics of students (e.g., Most of them are? Some are?)                                    |                      |                            |                         |
| Social characteristics of students (e.g., Most of them are? Some are?)                                          |                      |                            |                         |
| School goals (what are they?)                                                                                   |                      |                            |                         |
| Principal's name & other information                                                                            |                      |                            |                         |

**ED 150 – EPIC Field Experience *Reflective Observation Topics***

Your Name: \_\_\_\_\_.

Grade Level: \_\_\_\_\_. School: \_\_\_\_\_.

**REFLECTIVE OBSERVATION TOPIC #7: Collaborative Learning Opportunities**

| <i>INSTRUCTIONAL STRATEGIES:<br/>Groups</i>                                                                                        | <i>DATE<br/>OBSERVED</i> | <i>OBSERVATION DETAILS</i> | <i>REFLECTIVE<br/>ENTRY</i> |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------|-----------------------------|
| Works well with group members                                                                                                      |                          |                            |                             |
| Shows respect to peers                                                                                                             |                          |                            |                             |
| Works well with partners                                                                                                           |                          |                            |                             |
| Displays compliance with directions in groups &/or with partners                                                                   |                          |                            |                             |
| Actively participates in group learning activities                                                                                 |                          |                            |                             |
| Displays positive attitude towards learning groups                                                                                 |                          |                            |                             |
| Talks quietly to others                                                                                                            |                          |                            |                             |
| Asks appropriate questions when in small groups                                                                                    |                          |                            |                             |
| Uses materials, technology, &/or other equipment appropriately with classmates                                                     |                          |                            |                             |
| Follows cooperative learning group rules (explain whether each group member is responsible for one or more tasks within the group) |                          |                            |                             |

Your Name: \_\_\_\_\_.

Grade Level: \_\_\_\_\_. School: \_\_\_\_\_.

[Use this template more than once to observe whole group, a small group (4-5 students working together), and 2 individual students. If you do this that would be 4 observations.]

**REFLECTIVE OBSERVATION TOPIC #8: Classroom Management**

| <i>STUDENT ACTIONS</i>                                         | <i>DATE<br/>OBSERVED</i> | <i>OBSERVATION DETAILS</i> | <i>REFLECTIVE<br/>ENTRY</i> |
|----------------------------------------------------------------|--------------------------|----------------------------|-----------------------------|
| Stays on task throughout a lesson                              |                          |                            |                             |
| Shows respect to the teacher & peers                           |                          |                            |                             |
| Works quietly without distracting &/or interrupting others     |                          |                            |                             |
| Displays compliance with directions                            |                          |                            |                             |
| Actively participates in learning activities                   |                          |                            |                             |
| Displays positive attitude towards learning                    |                          |                            |                             |
| Organizes materials (& desk areas) with little or no prompting |                          |                            |                             |
| Asks appropriate questions during instruction                  |                          |                            |                             |
| Uses materials, technology, &/or other equipment appropriately |                          |                            |                             |
| Follows classroom rules                                        |                          |                            |                             |



Your Name: \_\_\_\_\_.

Grade Level: \_\_\_\_\_. School: \_\_\_\_\_.

**REFLECTIVE OBSERVATION TOPIC #9: Evaluation of Student Learning**

| <i>ASSESSMENTS/<br/>EVALUATION</i>                                                                                         | <i>DATE<br/>OBSERVED</i> | <i>OBSERVATION DETAILS</i> | <i>REFLECTIVE<br/>ENTRY</i> |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------|-----------------------------|
| Teacher organizes opportunities that provide evidence of what was learned during lesson.                                   |                          |                            |                             |
| Teachers ask questions to check student understanding.                                                                     |                          |                            |                             |
| Teacher explains lesson objectives.                                                                                        |                          |                            |                             |
| Teacher uses a wide variety of assessment tools.                                                                           |                          |                            |                             |
| Students are engaged in problem-solving &/or higher level thinking activities to organize, structure, and use information. |                          |                            |                             |
| Formative assessments are used to scaffold student learning throughout a unit of instruction.                              |                          |                            |                             |
| Summative assessments provide information about what students learned by the end of a unit of instruction.                 |                          |                            |                             |
| Students see value of assessments.                                                                                         |                          |                            |                             |
| Evaluation of assessments show improved student learning.                                                                  |                          |                            |                             |
| Written assignments reflect lesson objectives.                                                                             |                          |                            |                             |

**ED 150 – EPIC Field Experience *Reflective Observation Topics***

Your Name: \_\_\_\_\_.

Grade Level: \_\_\_\_\_. School: \_\_\_\_\_.

**REFLECTIVE OBSERVATION TOPIC #10: Teacher Characteristics**

| <i>TEACHER<br/>CHARACTERISTICS</i>                                        | <i>DATE<br/>OBSERVED</i> | <i>OBSERVATION DETAILS</i> | <i>REFLECTIVE<br/>ENTRY</i> |
|---------------------------------------------------------------------------|--------------------------|----------------------------|-----------------------------|
| Has professional appearance (usually)                                     |                          |                            |                             |
| Has pleasant expression (especially with students)                        |                          |                            |                             |
| Displays 'open body language'                                             |                          |                            |                             |
| Voice has pleasant qualities                                              |                          |                            |                             |
| Gives clear verbal directions                                             |                          |                            |                             |
| Gestures to reinforce directions &/or information                         |                          |                            |                             |
| Displays caring attitude towards ALL students                             |                          |                            |                             |
| Provides encouragement to each student regarding their ability to learn   |                          |                            |                             |
| Uses correct grammar & terminology within oral and written communications |                          |                            |                             |
| Displays positive attitude towards teaching                               |                          |                            |                             |

[Blank template for #11-#35]

Your Name: \_\_\_\_\_.

Grade Level: \_\_\_\_\_. School: \_\_\_\_\_.

**REFLECTIVE OBSERVATION TOPIC # \_\_\_\_\_:** \_\_\_\_\_

| <i>[provide topic]</i> | <i>DATE<br/>OBSERVED</i> | <i>OBSERVATION DETAILS</i> | <i>REFLECTIVE<br/>ENTRY</i> |
|------------------------|--------------------------|----------------------------|-----------------------------|
|                        |                          |                            |                             |
|                        |                          |                            |                             |
|                        |                          |                            |                             |
|                        |                          |                            |                             |
|                        |                          |                            |                             |
|                        |                          |                            |                             |
|                        |                          |                            |                             |
|                        |                          |                            |                             |
|                        |                          |                            |                             |
|                        |                          |                            |                             |

[SAMPLE]

Your Name: Elaine Muncy

Grade Level: 4th School: Salsbury Elementary

Date Observed: September 10, 2013

**REFLECTIVE OBSERVATION TOPIC # 30: Instructional Strategies**

| <i>INSTRUCTIONAL STRATEGIES</i>  | <i>OBSERVATION DETAILS</i>                                                                                                                                                                                                                                                                                                                                                        | <i>REFLECTIVE ENTRY</i>                                                                                                                                                                                                                  |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identified lesson plan objective | I heard Mrs. Davides tell the students the objective of today's math lesson was to learn how to divide. She then explained specific steps that the students were expected to use when solving a long division problem.                                                                                                                                                            | I never thought about whether a teacher told the purpose of a lesson. I will pay more attention in my own classes now.                                                                                                                   |
| Standards                        | Mrs. D had the KS core standards projected on the board as she discussed how the objective and standard fit together. She wanted students to know that they would find long division on the standardized test they would take later in the semester. She told me that it helped give students a reason to learn long division if she explained the connection to the assessments. | I think the students paid more attention to Mrs. D after she told them the reason why they had to learn long division.                                                                                                                   |
| Lesson beginning                 | After talking about the standards, Mrs. D showed a short video clip, which was at <a href="http://www.youtube.com/watch?v=0uZiqk_ZdcA">http://www.youtube.com/watch?v=0uZiqk_ZdcA</a>                                                                                                                                                                                             | This video clip caught students' interest, but I don't think I would use it. The whale burped out fish to be the dad, mother, sister, & brother which I think was rude! Not a good model for students!                                   |
| Lesson middle                    | Mrs. D taught students how to divide She modeled each long division step for them using the Promethean Board.                                                                                                                                                                                                                                                                     | This was great! The students loved coming to the PB to help her solve the problems. They became very excited, and I would too. Hope I learn how to use one when I teach.                                                                 |
| Practice activity                | Students were given 6 division problems on a sheet of paper. They were to work 2 problems, then have them checked by a table neighbor. They were allowed to talk to the neighbor if there were any mistakes. Mrs. D walked around to check on their progress.                                                                                                                     | I think it was helpful that students were allowed to talk to another student. Problems arose if the partner did not know the answer but Mrs. D and I monitored as best we could to help the students learn this difficult process.       |
| Lesson ending                    | Student partners chose one problem from the list to show the process using the Promethean Board.                                                                                                                                                                                                                                                                                  | I was surprised to find out there were 4 different papers with problems on them. I liked this idea since all students then could use the PB to show what they had learned.                                                               |
| Vocabulary instruction           | Vocabulary was taught during the beginning of the lesson...really at the start of the middle...Right after the video clip was shown. She taught the following math terms: divisor, dividend, and reviewed the terms from the video clip.                                                                                                                                          | I know Mrs. D had to teach vocabulary, but thought her method of writing a word then telling about it was dull. I would have used flash cards for each student, or something that students could use over and over during other lessons. |
| Assessment                       | I think the assessment was when the students were assigned to work on the division problems at the end of page 78. They worked on the problems in class so they could ask questions.                                                                                                                                                                                              | Mrs. D did not want students to take home the work yet. I thought parents would be able to help them. She said these parents wouldn't be much help. I wonder why she said that.                                                          |
| Technology                       | Mrs. D. used the Promethean Board most of the time, and the students were able to use it, too.                                                                                                                                                                                                                                                                                    | I love this tool, and hope to learn how to use it! Students get so excited to use it.                                                                                                                                                    |
| Length of lesson                 | This was a long lesson. It was 45 minutes long and the students paid close attention most of the time.                                                                                                                                                                                                                                                                            | I was amazed most of the students stayed on task. They wanted to learn how to divide. I remember how difficult it was when I was 9.                                                                                                      |

**ED 150 – EPIC Field Experience Reflective Observation Topics**

[SAMPLE]

Your Name: \_\_\_\_\_.

Grade Level: \_\_\_\_\_ School: \_\_\_\_\_.

Date Observed: \_\_\_\_\_

*[This observational template follows criteria shared in the ED 150 textbook and the Washburn Education Department Lesson Plan template.]*

**REFLECTIVE OBSERVATION TOPIC # 30: Instructional Strategies**

| <i>INSTRUCTIONAL STRATEGIES</i>      | <i>OBSERVATION DETAILS</i> | <i>REFLECTIVE ENTRY</i> |
|--------------------------------------|----------------------------|-------------------------|
| Identified lesson plan objective     |                            |                         |
| Core Curriculum Standards            |                            |                         |
| Lesson beginning (introduction)      |                            |                         |
| Lesson middle (What is being taught) |                            |                         |
| Vocabulary instruction               |                            |                         |
| Practice activity                    |                            |                         |
| Assessment                           |                            |                         |
| Lesson ending                        |                            |                         |
| Technology                           |                            |                         |
| Length of lesson                     |                            |                         |

What appears below is the EPIC evaluation that is posted on-line at the following link, All EPIC Consulting Teachers are expected to complete the on-line tool to evaluate EPIC students. A completed EPIC Evaluation is required before a student receives a passing grade in ED 150 at the end of the EPIC field experience (usually at the end of a semester):

[<http://reflective-educator.wikispaces.com/home>](http://reflective-educator.wikispaces.com/home)

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To the EPIC Cooperating Teacher:

Please use the rubric criteria to evaluate your EPIC student using the dispositions and performances listed below. Additional comments regarding a student's potential for becoming a teacher candidate are encouraged, especially if you give a score of 1, 2, or "not demonstrated." Evaluated criteria of "Developing" or "Target" is expected for most EPIC students. *If there are any questions regarding interpretation of criteria*, please contact Dr. Salsbury, 670-1473 and/or <denise.salsbury@washburn.edu> THANKS!

Rubric Criterion:

4 Advanced

The teaching candidate demonstrates exceptional understanding, knowledge, and/or skill expected of teaching professionals at this level of licensure preparation. Knowledge conveyed and/or performance demonstrated regarding this standard place the candidate at a level far beyond peers.

3 Target

The teaching candidate demonstrates acceptable understanding, knowledge, and/or skill expected of teaching professionals at this level of licensure preparation. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with effective teaching candidates.

2 Developing

The teaching candidate demonstrates some understanding, knowledge, and/or skill expected of teaching professionals at this level of licensure preparation. Knowledge conveyed and/or performance demonstrated regarding this standard are consistent with teaching candidates' initial understanding/performance in this area.

1 Unacceptable

The teaching candidate demonstrates minimal understanding, knowledge, and/or skills expected of a teaching professional at this level of licensure preparation. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

0 ND Not Demonstrated

The teaching candidate has not had an opportunity to demonstrate understanding, knowledge, and/or skills regarding this criterion.

→ Always consider whether or not a teaching candidate has partial completion of a criterion. If one variable of the criterion has been met, rate the student teacher as "Developing," if two variables have been met, then a "Target" rating has been deserved, and if most of the criterion variables have been met an "Advanced" rating can be given to the teaching candidate.

The complete EPIC Evaluation is provided on pages 30-33 so you can easily read through the document and make notes before you submit the Final EPIC Evaluation online.

EPIC EVALUATION

***EPIC Student First Name**

***EPIC Student Last Name**

***Classroom Teacher First Name**

***Classroom Teacher Last Name**

***School**

***Grade level/s** (Please use the grade number, with spaces between numbers for multiple grades – i.e., 7 or 9 10 11)

Subject Area (if Secondary or P-12)

Professional Dispositions [Conduct & Attitudes]

*1. The student is inner directed, reflective, and optimistic about the influences of education on all students.

- ☐ 4--Advanced
- ☐ 3--Target
- ☐ 2--Developing
- ☐ 1--Unacceptable
- ☐ 0--Not Demonstrated &/or Not Applicable

COMMENTS:

*2. The student views himself/herself as both a teacher and a learner and seeks to enhance his/her own professional development.

- ☐ 4--Advanced
- ☐ 3--Target
- ☐ 2--Developing
- ☐ 1--Unacceptable
- ☐ 0--Not Demonstrated &/or Not Applicable

COMMENTS:

*3. The student is accepting of diversity among people and makes decisions and adaptations that reflect a commitment to educational equity among students, including those with exceptionalities.

- ☐ 4--Advanced
- ☐ 3--Target
- ☐ 2--Developing
- ☐ 1--Unacceptable
- ☐ 0--Not Demonstrated &/or Not Applicable

COMMENTS:

*4. The student supports policies and practices that promote student safety, development and welfare.

- ☐ 4--Advanced
- ☐ 3--Target
- ☐ 2--Developing
- ☐ 1--Unacceptable
- ☐ 0--Not Demonstrated &/or Not Applicable

COMMENTS:

*5. The student is punctual, reliable, and well prepared and willingly assumes responsibilities for duties and assignment.

- ☐ 4--Advanced
- ☐ 3--Target
- ☐ 2--Developing
- ☐ 1--Unacceptable
- ☐ 0--Not Demonstrated &/or Not Applicable

COMMENTS:

*6. The student is consistently honest, respects and follows established policies and procedures, and maintains an integrity that reflects positively on the teaching profession.

- ☐ 4--Advanced
- ☐ 3--Target
- ☐ 2--Developing
- ☐ 1--Unacceptable
- ☐ 0--Not Demonstrated &/or Not Applicable

COMMENTS:

*7. The student demonstrates maturity and effective interpersonal skills and accepts constructive criticism in a positive manner.

- ☐ 4--Advanced
- ☐ 3--Target
- ☐ 2--Developing
- ☐ 1--Unacceptable
- ☐ 0--Not Demonstrated &/or Not Applicable

COMMENTS:

*8. The student communicates (both verbally and nonverbally) with students, parents, colleagues and authority figures in ways appropriate for the teaching and learning context.

- ☐ 4--Advanced
- ☐ 3--Target
- ☐ 2--Developing
- ☐ 1--Unacceptable
- ☐ 0--Not Demonstrated &/or Not Applicable

COMMENTS:

*9. The student values collaboration within the profession and is respectful of, and works collaboratively with, families, colleagues, community, and/or authority figures.

- ☐ 4--Advanced
- ☐ 3--Target
- ☐ 2--Developing
- ☐ 1--Unacceptable
- ☐ 0--Not Demonstrated &/or Not Applicable

COMMENTS:

*10. The EPIC Student exhibits appropriate professional appearance and behavior, including good grooming and proper attire, when representing Washburn University.

- 4--Advanced
- 3--Target
- 2--Developing
- 1--Unacceptable
- 0--Not Demonstrated &/or Not Applicable

COMMENTS:

--

*11. Additional Comments about EPIC Student's Field Experience:

--

The Reflective Educator Vision Statement:

The Washburn University Department of Education seeks to facilitate the education and development of reflective educators along the professional continuum, from teacher candidates to nationally certified teachers, as well as individuals in educational leadership positions. We are committed to preparing educators to work in rural, suburban, and urban settings. We are further committed to educating leaders and professional specialty practitioners for leadership roles in schools and other community settings. We believe it is important for these professional educators to:

- a) be inner directed, reflective, and optimistic about the influence of education on the lives of learners;
- b) have a well-rounded education in the liberal arts and sciences that aids their ability to engage in critical and reflective thought;
- c) have high standards as effective and caring educators;
- d) be leaders and agents of change within schools;
- e) be knowledgeable of current curriculum, materials, and technology;
- f) communicate effectively;
- g) be open to and accepting of diversity among people;
- h) be part of a community of learners, viewing themselves as both teachers and learners in a variety of educational environments;
- i) work collaboratively with school staff, families, and the community;
- j) establish effective learning environments.

Washburn University Department of Education
Professional Conduct Dispositions
for Undergraduate Students

The following dispositional characteristics have been developed for use in the Education Department. They will be used when considering admission to the program, as an evaluation tool during EPIC, practicums and many Education Department courses, when considering acceptance to student teaching, and as an evaluation tool during student teaching. *All EPIC students sign a copy of the Professional Conduct Dispositions during ED 150 to remind them of departmental expectations for behaviors and attitudes in the schools, education courses, and in public areas.*

1. The candidate is inner directed, reflective, and optimistic about the influence of education on all students.
2. The candidate views himself/herself as both a teacher and a learner and seeks to enhance his/her own professional development.
3. The candidate is accepting of diversity among people and makes decisions and adaptations that reflect a commitment to fairness and educational equity among students, including those with exceptionalities.
4. The candidate supports policies and practices that promote student safety, development and welfare.
5. The candidate is punctual, reliable, and well prepared and willingly assumes responsibilities for duties and assignments.
6. The candidate is consistently honest, respects and follows established policies and procedures, and maintains an integrity that reflects positively on the teaching profession.
7. The candidate demonstrates maturity and effective interpersonal skills and accepts constructive criticism in a positive manner.
8. The candidate communicates (both verbally and nonverbally) with students, parents, colleagues and authority figures in ways appropriate for the teaching and learning context.
9. The candidate values collaboration within the profession and is respectful of, and works collaboratively with, families, colleagues, community, and/or authority figures.
10. The candidate exhibits appropriate professional appearance and behavior, including good grooming and proper attire, when representing Washburn University.

Please sign below indicating that you have read the above statements. This form will be kept in your file in the Washburn Education Department office.

(Signature)

(Date)

(Please print your name)